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A STUDY ON THE TEACHING PRACTICES OF BANGLADESHI PRIVATE UNIVERSITIES LECTURERS



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RAHMAN S. M. MAKSUDUR

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2025



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**A STUDY ON THE TEACHING PRACTICES OF BANGLADESHI PRIVATE
UNIVERSITIES LECTURERS**

RAHMAN S M MAKSUDUR

**THESIS SUBMITTED IN FULLFILLMENT OF THE REQUOIREMENT FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF LANGUAGES & COMMUNICATION
UNIVERSISITI PENDIDIKAN SULTAN IDRIS**

2025



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ABSTRACT

This objective of the study was to investigate the pedagogical aspects of teaching the English language in private universities in Bangladesh. The study examined the pedagogical practices of lecturers, the materials and assessment system used. A mixed-methods research design which incorporated survey, classroom observation and interview was employed to collect data. The instruments used were the questionnaire, classroom observation checklist and interview protocol. The participants who were involved in the survey were seventy English language lecturers. Nine of the lecturers were observed during classroom teaching and were also interviewed. Data were analyzed by using descriptive and inferential statistics and were displayed in the form of tables and charts. The findings showed limited use of pedagogical aspects which were aligned with classroom assessment practice. Instead, traditional assessment methods were used by the English Language lecturers in Bangladesh. Most of the lecturers used the Grammar-Translation method of teaching which emphasised grammatical accuracy. Teaching was teacher dominated and was more oriented towards examinations. The aim was to enable students to pass the examinations, rather than to be able to communicate in English. Very little practice was encouraged to conduct real communication in the classroom. Some form of communication was discernible to indicate the use of the Communicative Language Teaching approach. However, the communication was based on dialogues obtained in textbooks. As a conclusion the pedagogical practices of the lecturers seemed to be wrought with shortcomings. Apart from being traditionally inclined, teaching was hampered by the lack of resources plus knowledge and skills of teaching the English language. This study has shown some pedagogical aspects of teaching the English language in a few institutions of higher learning. It paves the way for similar research to be conducted to ascertain more about the teaching of English in universities in order to improve the situation globally.



KAJIAN MENGENAI AMALAN PENGAJARAN PENSYARAH UNIVERSITI SWASTA BANGLADESHI

ABSTRAK

Tujuan kajian ini ialah untuk menyiasat aspek-aspek pedagogi dalam pengajaran Bahasa Inggeris di universiti-universiti swasta di Bangladesh. Kajian ini memeriksa latihan-latihan pedagogi, bahan-bahan dan system penilaian yang digunakan. Kajian ini. Kajian ini menggunakan reka bentuk tinjauan kaedah campuran yang meliputi tinjauan, pemerhatian kelas dan temubual untuk mengumpul data. Alat kajian yang digunakan termasuk soal selidik, senarai semakan pemerhatian kelas, dan protocol temubual. Para peserta yang terlibat dalam soal selidik terdiri dari tujuh puluh pensyarah bahasa Inggeris. Sembilan dari mereka telah dipilih untuk temubual. Data yang terkumpul dianalisis menggunakan statistic huraian dan inferensial dan dipaparkan dalam bentuk jadual dan carta. Dapatan menunjukkan persamaan yang terhad dalam penggunaan aspek-aspek pedagogi berbanding dengan penggunaan penilaian bilik darjah. Kaedah penilaian yang tradisional digunakan oleh pensyarah-pensyarah di Bangladesh. Kebanyakan pensyarah menggunakan kaedah Grammar Translation yang menekankan ketepatan penggunaan nahu. Pengajaran dikuasi oleh pensyarah dan lebih cenderung ke peperiksaan. Tujuan pengajaran ini ialah untuk membolehkan pelajar lulus peperiksaan lebih dari berkomunikasi dalam Bahasa Inggeris. Latihan untuk berkomunikasi dalam bilik darjah amat terhad. Terdapat juga sedikit bentuk komunikasi untuk menunjukkan pendekatan pengajaran bahasa komunikatif. Walau bagaimanapun, komunikasi yang dipraktik berdasarkan dialog yang terdapat dalam buku teks. Akhirkita, latihan-latihan pedagogi pensyarah-pensyarah menyalami masalah. Selain dari kecenderungan kearah tradisional, pengajaran terbatas oleh kekurangan bahan, dan juga pengetahuan dan kemahiran dalam pengajaran Bahasa Inggeris. Kajian ini telah menunjukkan aspek-aspek tertentu dalam pengajaran bahasa Inggeris di beberapa insituti pengajian tinggi. Ia membuka jalan untuk kajian yang serupa dijalankan untuk mengetahui lebih mendalam lagi berkenaan pengajaran Bahasa Inggeris di universiti-universiti supaya keadaan sekarang dapat dipertingkatkan secara global.





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CHAPTER 1

INTRODUCTION



This chapter will explain the background of the study, the statement of the problem, the rational of the study, objectives, research question, theoretical framework, importance of the study and the operational definitions of the terms used.

1.2 Background of the Study

Private universities are a relatively new phenomena in Bangladesh, despite the fact that they have long been successful in many other nations. Up until 1992, the government of Bangladesh held exclusive rights to offer university-level education. Few people thought that the private sector could provide higher education of any





calibre before 1993. They believed it was too dangerous to give the private sector control over the delivery of higher education. However, in 1996, this anxiety was dispelled when the first class of graduates from North South University—the first private university to receive government approval—found employment at respectably high salaries shortly after graduation.

There are a number of factors that led to the establishment of private universities, but two are particularly significant. The public university system was unable to keep up with the demand for higher education, and there was a shortage of funding and other resources, such as infrastructure, money, and manpower, which prevented the government from meeting the demand at the rate it was growing. As the gap between the supply and demand for higher education grew, private businesspeople, philanthropists, and social leaders discovered new ways to benefit society by founding private universities. However, the government came to the realization that the quickly rising demand for higher education could not be satisfied in the absence of a public-private partnership. The government made the decision to encourage private investment in the field of higher education. In order to give private universities a legal framework, the government eventually passed the Private Universities Act 1992 (later replaced by the Private University Act 2010). The idea behind this legislation was that private universities would complement government efforts to meet the demand for higher education. By meeting the requirements outlined in the Private University Act, any private individual, group of individuals, and charitable organizations (Trusts or Foundations) may establish and manage a self-financed university that grants degrees. The private sector's response was positive. The private sector quickly became another well-known and prosperous higher





education provider. It should be mentioned that operating private universities was encouraged rather than serving to displace public universities but to collaborate with them. It was correctly recognized that both public and private universities needed to coexist, collaborate, and compete to offer high-quality higher education in order to meet the demands of the country.

English is widely recognized as a language that is common around the world. It has become one of the dominant academic settings. It has been granted the academic designation of "Latin" and is widely used as a lingua franca throughout the world. It also dominates modern Internet writing. English is now clearly the language of international communication as a result of this. With increased communication, English rises to the top of the global language usage charts. In the fields of business, science, technology, international organizations, media, international travel, international safety, and education, it is a universal language (Nunan, 2015). As a result of this, in order for the majority of nations to meaningfully engage in international trade and commerce, they must enhance and fortify their scientific and technological advancements on a global scale by improving the English language proficiency of their learners. Despite the widespread belief that learning a second or foreign language is challenging and confusing, given the abundance of resources available, English is actually the easiest language in the world to learn. There are countless learning resources available in bookstores and on the Internet for anyone with ten years of education. Even though there are many who disagree with the notion that English serves as a universal language, it is widely accepted that English has evolved into one of the most widely used communication languages. As economists





have highlighted, language communication skills are crucial in the global village, where being able to communicate in English is a valuable asset in the job.

In this regard, English plays a significant part in achieving the goal of language use. English is beneficial from certain aspects, and these aspects need to be bolstered. English can become the common language of the future world through a concerted effort by the US Information Service and the British Council. This will significantly strengthen the forces at play. It serves as the universal language for intercultural communication. These days, no nation can stay cut off from the outside world. Through interactions with other nations, there are multilateral trade, multidimensional cultures, and multilinear science and technology. The modern world has increased and heightened international intellectual exchange. The English language is the most effective means of teaching higher education. The main hubs for contemporary scientific, technological, and literary research are still in America and England. Speaking and understanding English would improve our ties with these nations and allow us to absorb the most recent ideas and discoveries in the humanities and sciences.

English language competency is currently regarded as a sign of success in Bangladesh as well. Obtaining a good job requires a high level of English proficiency. Since the 1990s, the government of Bangladesh, Non-Governmental Organizations (NGOs), and other educational institutions have worked to raise students' English language proficiency and guarantee the quality of English instruction in postsecondary education (Farooqui, 2015). As part of the English Language Teaching Improvement Project (ELTIP) in 1998, a new curriculum for teaching English was





introduced. The purpose of this project was to modify textbooks, exams, and in-service preparation for teachers. The goal of this new curriculum was to switch from the traditional grammar-based approach to a function-based communicative approach in English teaching and learning. The main teaching tool used in language classrooms by teachers and students is the textbook that was released as part of Bangladesh's new curriculum. Alongside the text, a lecturers' guide to help instructors with their instruction has been published. It is intended that lecturers will adhere to the guidelines when instructing students based on the text. Numerous studies have looked into and successfully improved learners' English proficiency. It has been well-documented that language learning strategies can help learners acquire English more quickly if they are aware of, comprehend, and intentionally use these strategies. These studies also revealed that compared to unsuccessful learners, the majority of successful learners appear to employ a greater range of language learning strategies. Similarly, several research studies (Catterall, 1999) have attempted to ascertain the relationship between the application of a strategy and variables influencing the selection of a strategy for language acquisition. According to these studies, the participants' choice of language learning strategies was influenced by a variety of factors, including age, motivation, and language learning objectives.

The use of various types and numbers of strategies may depend on the characteristics and setting in which learning occurs as well as the language task to be completed. This is because learning strategies are important and have an impact on students' learning processes. The textbook and teacher's guide both stress how important it is to teach English in English. There isn't a single activity where using one's native tongue is an option, as Farooqui (2016) notes that one of the curriculum's





primary features is the use of English as the only language of instruction. Additionally, in-service training has been scheduled for the lecturers to help them make better use of the new textbook.

It emphasized that learning English communication skills is just as important as mastering the language structure. Literature has demonstrated that classroom instruction does not always adapt to curricular modifications and alterations, even though new curricula are introduced to raise educational standards (Wall & Alderson, 1993). Instructors agreed to receive training in order to carry out the curriculum, but a number of variables influence how well teachers are trained. The origins of Bangladesh's current tertiary teaching-learning approach can be found in British India. In colonial India, the British created a system of higher education that produced only "munshis," or clerks as they were known. Their areas of expertise were document drafting and record and accounting keeping. This was in line with the East India Company's stated educational policy, which aimed to produce a class of obedient workers to staff the British emperor's offices. For a faithful servant, creativity and independent thought were not necessary! Since then, there have been two wars for independence in the area that was once known as East Bengal or Bangladesh: the first in 1947, when Pakistan—which at the time consisted of both present-day Bangladesh and India—broke away from India, and the second in 1971, when Bangladesh separated from Pakistan. The second conflict, commonly referred to as the "War of Independence," independence has not changed much, if at all, in terms of how basic education is delivered. What impact does this teaching-learning approach have on regular classroom instruction, then?





Since Bangladesh became home to the first private universities, it is high time that we assessed the conditions for instruction and learning at these relatively new establishments. Research by Ashraf, Ibrahim, and Jordan (2016) demonstrates there is a correlation between quality education and faculty credentials, academic calendar, campus amenities, research facilities, and educational costs. Consumers, including parents and students, believe that the majority of private universities in Bangladesh offer high-quality education at unjustifiably high costs. The rapid expansion of private higher education has led to a commercialization and marketing strategy for delivering higher education, as demonstrated by Allam and Khalifa (2016). Allam et al (2010) suggested that providing education for the economic and social development of country was more important rather letting it go with a market approach. This cautionary note was previously raised by Allam, Haque and Siddique (2016) where they point out that there was a need to introduced quality control mechanisms in private universities. Notwithstanding difficulties and controversies, private universities in Bangladesh had been instrumental in mitigating the acute mismatch between supply and demand in the tertiary education sector over the last thirty years. Additionally, by lowering the number of undergraduate students leaving the country, these universities were able to save a significant sum of precious foreign currency. It also reversed the harmful effects of brain drain by giving employment opportunities to a growing number of Bangladeshis with foreign education. In a very competitive job market, public university graduates also discovered a new source of income. Bangladesh has seen an increase in white collar jobs as a result of the growth of a strong and active private higher education sector.





Nonetheless, there are still a lot of difficulties and barriers. Private university enrolment is rising quickly. However, the record is inconsistent and patchy when it comes to the calibre of instruction and students' satisfaction with their educational and career opportunities. A few universities have risen above the competition and offer instruction on par with the nation's top public universities. They have even gained recognition on a regional and worldwide level in certain instances. These universities are attempting to improve the standard of instruction and increase the transparency of the governance structure.

There is a significant gap in the quality of education provided by the different private universities, which might not be filled in the near future. There have been concerns raised regarding the calibre of the instructors and students, the lack of research, the availability of sufficient lab space, Internet connectivity, the absence of permanent campus and residential facilities, the lack of well-stocked modern libraries, the lack of knowledge creation, commercial and business-driven approaches to education, and the relatively higher tuition costs. The Higher Education Strategic Plan 2006–2026 was adopted by the government after it became apparent that there was a need to improve education quality, particularly in the tertiary sector. The plan aims to increase research and development as well as human capital skills and quality. Because of its global character, English is now required as a second language in its curriculum and education policy. In Bangladesh, the Communicative Language Teaching (CLT) method has been used for the past 20 years to teach and learn English. Linguists agree that CLT is one of the best methods for learning foreign and second languages. Despite being incorporated into Bangladesh's educational system, CLT is still ineffective. The irregular use of English, words borrowed from other





languages, and the resulting differences in phonological representation present significant obstacles for English language learners and instructors in Bangladesh.

All post-secondary private universities in Bangladesh provide a limited number of language courses (both credit and non-credit), such as Advanced Reading Strategies and Writing, Public Speaking, Technical Writing and Communication, Basic English or English Fundamental, and English Composition. Theoretically, these language courses are created to meet the needs of various departmental students, ensuring that learners not only pass tests and earn excellent grades, but also advance their careers in the workplace. This is because learning a language involves more than just memorising its rules; it also entails understanding how to use it effectively in everyday situations. Even though all private universities in Bangladesh require their students to take English language courses, very few of these students graduated with sufficient accuracy and proficiency in the language to be employed. According to Long (2005), general (language for no purpose) courses at all proficiency levels nearly always teach either too much or too little. Rather than taking a one-size-fits-all approach, it makes more sense to consider each course as having distinct goals. Since English is not widely spoken in Bangladesh, tertiary students attend private universities with a range of needs and acquire varying levels of language proficiency. Students studying microbiology, for instance, require different skills than students studying business administration. Therefore, the current study intends to investigate the difficulties associated with teaching English at the tertiary level in Bangladesh's private universities and to suggest solutions based on research. The realities and typical obstacles faced by Bangladeshi students studying English at private universities at the tertiary level are discussed in the section that follows.





1.3 Statement of the Problem

Educators must comprehend the problems associated with the standard of teaching and learning. According to Hargreaves (2003) and Rotherham and Willingham (2009), the future presents profoundly different difficulties, necessitating current pedagogical techniques. Hargreaves (2003) identified three main difficulties. Firstly, the shifting demands and problems that today's young learners confront equip them with the skills to play an effective role in an increasingly complicated and knowledge-rich environment. Secondly, there are shifting expectations from adolescents in particular about the way they prefer to be educated. Third, there is variation in the quality of teaching between schools, which indicates a lack of equity in quality instruction.



The issues mentioned above bode well for pedagogy and curriculum that meet the demands of the twenty-first century. The essential components are teachers, students, and the setting for teaching and learning. Changes in any of these factors will have an impact on the teacher and the pedagogical aspects. The educators' position is becoming more important since they must be sensitive to the requirements of both student trainees and society. Educators are accountable for transferring knowledge, competencies, and principles for human development in the academic world. Educators are required to be able to educate, lead, and introduce students to suitable pedagogical strategies to improve student learning, which is critical in the 21st century education.





To effectively apply pedagogical strategies in teaching and learning, educators must grasp the manner in which the English language is related to pedagogy and content. To enable students to be logical thinkers, problem-solvers, makers of decisions, and creative innovators, educators must adapt their methods of instructional strategies to their diverse styles of learning (Cruickshank, Jenkins, & Metcalf, 2005; Morgan, Kingston, & Sproule, 2005). Teaching is thus more than just passing on knowledge. It is also about immersing students in interactive learning and assisting them in expanding their knowledge based on the information they currently understand. In doing so, they recognise their duties as learning educators who act as guides for the students they teach.

As stated by Blunkett (2001), the educators' important assets are their subject matter knowledge and pedagogical abilities. In this age of technology, using ICT is critical to facilitate the process of teaching and learning. Digital technology promotes flexible teaching and learning and provides for a diverse range of teaching and learning approaches across disciplines. The responsibility placed on educators and the possibilities provided by technological advances are always changing (Blunkett, 2001). Unquestionably, technological advancements have greatly expanded the possibilities for conceiving and developing instructional programmes. Technology encourages students to self-manage their learning. The educator gives students certain materials, but the students choose how they will study. Students that follow the self-efficiency technique understand the way to acquire knowledge independently. They are innovative and can collaborate with those around them. The multifaceted nature of the educational setting has sparked interest and attempts to pursue high-quality instruction in order to develop outstanding educators and quality students.





Education constitutes one of the many significant components of the daily requirement of Bangladeshis as they strive to integrate into the greater world (Mustary, 2021). Bangladesh has a long history of education, with both public and private institutions dominating history. Bangladesh's education system is not competitive with international standards, despite the importance of education for the majority of the population (Mustary, 2021). Bangladesh lacks a common standard curriculum for educators to utilise while teaching students. In a similar vein, the nation has only a small number of highly trained educators who can help contribute to making an impact in the country's education system. Bangladesh depends heavily on public schools, which are sometimes overcrowded and may not achieve the same standards as private institutions. Policies and methods, however, may be used to improve educational performance in Bangladesh. The government plays a crucial role in bringing about this progress. The government may attempt to change people's attitudes towards education, raise their educational goals, and demonstrate the government's commitment to enhancing educational services (Mustary, 2021).

To be effective, educators must help their students reach their learning objectives. They must be innovative and creative in guiding students to solve issues, make decisions, and develop a high degree of analytical thinking. In a culture like Bangladesh, educators are constantly conscious of the variety in the classroom, namely, the cultural composition, belief systems, and levels of achievement in school. Educators are thus required to use judgement and impartiality while dealing with challenges in the classroom. To gain respect, educators must also be empathetic, truthful, and competent.





Numerous past studies have been conducted on expert lecturers and the studies have unravelled many fascinating information about them. Literature has shown that expert lecturers are those who have vast experience in using outstanding instructional approaches and they are excellent in dealing with emerging challenges in the classroom. However, the literature on expert lecturers shows that there are two problems in the studies conducted in the field: a lot of the studies only compare between the experts' and novices' performance (Tsoi, 2003; Bereiter and Scaramella, 1993) and the studies did not show how experts acquired and maintained their expertise (Tusi, 2003, 2005).

The work of teaching English to speakers of other languages is demanding on an intellectual, emotional, and physical level. A candidate for a job is qualified based on his or her credentials, but typically a candidate for a teaching position needs to be more than just qualified. Being proficient in the English language, knowing how to teach the language, and comprehending how students learn and what it takes to reach them are all necessary for an effective English teacher. The goal of teaching English, particularly at the tertiary level, is to prepare students for communication in the real world. In particular, to help students learn the fundamentals of language (listening, speaking, reading, and writing), raise their awareness of the value of English as a language for international communication, prepare them for the acquisition of the linguistic skills needed in a variety of settings and professions, and provide them with the opportunity to benefit linguistically from English-speaking countries, which will strengthen the idea of international cooperation.





Even though English is currently taught as a foreign language in our nation for a 12-year period, from class 1 to class 12, it was seriously neglected for the first few years due to strong public opinion that Bangla should remain the mother tongue following Bangladesh's independence. As a result, the quality of English language instruction and learning in our educational institutions suffered greatly. A commission on education was established in 1974, and it produced a number of recommendations regarding language instruction. Subsequently, the Ministry of Education established an English Language Teaching Task force to assess Bangladesh's English language education system and provide recommendations for bettering English language proficiency. English language instruction is not being provided in schools and colleges in the proper manner. The majority of the time, emphasis has been placed on learning grammar; textbook material is taught and learned without the development of communicative skills. English Language lecturers and facilitators used to be native English speakers. Therefore, they used to advise non-native English speakers to modify their pre-made lesson plans and teaching strategies. With the assistance of some passionate non-native ELT practitioners, the scenario has been slightly modified; however, the course materials, lesson plans, and ELT materials still rely on native cultural contexts. Culture has been referred to as the "fifth skill" in an English language class by a number of well-known ELT proponents (Tomalin, 2016). In Bangladesh, some ELT practitioners and curriculum designers are making an effort to take this cultural issue into account when choosing materials for language classes at various levels (primary through tertiary).

The question of whether English language instruction should be based on materials from the native culture is one that ELT practitioners and researchers





frequently discuss. The way that English is currently used shows that L2 students are taught how to communicate in the language not just with native speakers but also with non-native speakers. Additionally, having strong English language skills is a requirement for landing good jobs. Since English is a required subject for all students from primary to tertiary education, curriculum designers and language lecturers in Bangladesh take great care when teaching it. This is because of the significance of teaching English as a second language. The main question is whether educational materials ought to focus on the context of the learner's home culture or their local culture. The dominant culture's way of life forms the basis of the context in which English language instruction takes place. The process of teaching and learning L2 in English-speaking non-native countries is influenced by cultural issues. When ELT professionals and lecturers are unable to create a bridge between the native and local cultures by incorporating and modifying local cultural elements into their ELT materials for non-native English speakers, the situation becomes convoluted or even worse. Adopted native-culture textbooks are very disconnected from the realities of non-native nations. Moreover, those books cannot fulfil the demands, objectives, and challenges of the L2 learning process because they are not locally produced. One effective way to address the difficulties of teaching English in non-native contexts is to use locally relevant topics and issues in locally produced ELT materials (Shahed, 2015).

The general public believes that Bangladeshi tertiary students' EAP (English for Academic Purposes) classes largely disregard their cultural background. It is believed that students are not exposed to the essence of the local culture because of the choice of books or texts from other cultures. In the current setting, it must





concentrate on the roles that instructors and students play in EAP classes in order for others to have a general understanding of the language learning process. In addition to teaching the English language, the teacher also covers the cultural background of the students. If not, the students' education might be pointless or empty, and they might not be able to apply the language in real-world situations. Local culture-based teaching materials could be a crucial component of the English language teaching process. Students can learn more about their own culture and the language required to explain these cultural elements in English by using local cultural items (McKay, 2014). Experts in English Language Teaching have been debating the impact of culturally diverse objects or resources on the teaching process. Furthermore, the lecturers frequently steer clear of texts or materials that have cultural differences. It is now time to investigate the EAP class scenario, wherein local cultural knowledge, in addition to foreign cultural elements, could be extremely important to the teaching process. Furthermore, in the Bangladeshi context, the students' fear of the English language is a significant factor.

It is unfair to attribute the unsatisfactory outcomes of English language instruction to just one factor, such as the textbooks or the students. There are numerous other variables that may also be at play. A vast and diverse range of textbooks and other materials are developing in the markets as a result of the ELT movement's mushroom growth throughout the world. Because of this, a large number of authors and publishers begin producing ELT textbooks and other materials for a profit with the fewest possible linguistic details. As a result, these materials and textbooks fall short of the needs of the students, confusing the designers of the curricula and other administrative bodies in their quest to identify the best available





textbook. Like many other nations, Saudi Arabia's higher authorities and syllabus designers are unable to select a suitable textbook for their students at various schools and universities. Choosing the right ELT textbooks and resources is therefore another important consideration. Additionally, foreign teaching methodologies are being employed. The United States of America and the United Kingdom are two examples of native-speaking nations where the majority of these techniques were created. However, they show to be ineffective in an ESL or EFL setting. The Grammar Translation Method (GTM), Direct Method, Audio-lingual Method, PPP (Presentation, Practice, and Production), CLT (Communicative Language Teaching), TBL (Task-Based Learning), and other approaches are popular approaches for teaching English. Numerous factors, including the lack of ideal classes, the absence of qualified lecturers, the lack of infrastructure and other facilities, socioeconomic factors, etc., make the majority of these methodologies inappropriate in this situation. A few other variables are also at play, including age, maturity, personality, and level of proficiency of the students. The majority of the approaches are unsuitable for the students because of these various factors.

Students at private universities, in particular, have diverse backgrounds and differing needs. Because of this, not everyone can use the same materials, but lecturers still use them in the classroom. The majority of textbooks lack assignments that allow students to take examples from real-world situations that they may encounter locally. Lecturers can be authoritarian or democratic at different times. Different roles are assigned to lecturers in language teaching classrooms. According to Harmer (2014), a lecturer in a language learning classroom should be able to mimic the situation as much as possible and then provide learners with enough support. They





should also be able to switch between different roles, acting as a controller, prompter, participant, resource, tutor, and feedback provider in order to identify the problems that the students are facing. When it is appropriate to use one or more of these roles, the lecturer must apply it. Bangladeshi students who are enrolled in EFL/ESL programmes are taught English in the classroom, but they converse in Bangla outside of it because English is a foreign or second language there. The majority of English is taught using the traditional method, which is exam-focused and based on grammar translation. Sometimes, when students move into an English-speaking environment, they don't really learn how to communicate in everyday settings until they need to interact with native speakers. Since they must learn general English in order to participate in social life, they are encouraged to do so.



which English is taught. It involves the local culture which can be a useful teaching tool for social norms, history, and customs. Thus, the creator of curricula, textbook authors, lecturers, students, and policy makers must all actively participate. Furthermore, more studies in the areas of needs analysis, textbook evaluation, syllabus design, and educational policy are required.

1.4 Rational of the study

The rationale of the study is to increase the awareness of lecturers in the importance of lecturer's thought processes besides the content and pedagogical knowledge which has been traditionally mastered by them. It is important for lecturers to be aware that





their beliefs and knowledge facilitate student learning. Besides that, there has been lack of studies on excellent lecturers in the Bangladeshi education context where these lecturers are recognized as experts of subject matter and pedagogical approaches. It is vital to investigate the nature of expertise and how expert lecturers conceptualize their teaching and learning. Moreover, teacher cognition is an important domain in the development of expert lecturers and thus should be emphasized in the lecturers' continuous profession development and training. According to Borg (2015), lecturers' cognition "plays a pivotal role in teacher's' lives' (p.48) and the studies in the domain "support teacher learning at both pre-service and in-service level" (P.40). Bangladesh is linguistically heterogeneous but it is an endoplasmic state. We often tend to see and need to work out remedial steps for both items in our teaching process and materials.



Despite Bangladesh's lengthy history of higher education, university

instructors hardly ever consider pedagogy. The lecturers of today are the students of yesterday; successive generations are trained in the same cultural learning patterns that are repeated without question. In Bangladesh, higher education also faces a different kind of cultural challenge. The first of these is that students come from three distinct educational systems to study in universities: English-medium, Bengali-medium, and Madrasah (religious schools), each with its own distinct and contrasting worldviews. The majority of faculties are also ignorant of pedagogical techniques that allow them to modify their framework of instruction to take into account the diversity of students' worldviews and support the advancement of knowledge in the classroom. The second issue relates to the rote learning and memorization techniques that students learned in their English studies classes through lectures and homework that involves paraphrasing texts and lectures. However, a university setting has historically





been tasked with and benefits from stimulating new ideas and knowledge, challenging presumptions, and instructing and promoting critical thinking.

Undoubtedly, private universities in Bangladesh have played a significant role in meeting the demand for higher education in the community by enrolling a large number of students who would not have been able to attend college or university otherwise. Even though public universities have a better global reputation than some private ones, it appears that their teaching and learning methodologies are declining over time. In contrast, a lot of students are drawn to private universities. In private universities, quality control measures must be implemented. It is necessary for the state to establish an "accreditation council." Private colleges that meet a set of essential minimum input requirements, processes and outputs had been given accreditation by the proposed council.

1.5 Purpose of the study

The purpose of this study is to investigate the pedagogical aspects of teaching English language, materials used and lecturer's classroom assessment practices in teaching English. Teaching English to students at tertiary level is a major concern in Bangladesh. All private universities of Bangladesh provide Basic English Course for every department besides the department of English. It is not very easy to teach English effectively in such a large community. It is a continuous process to reach the standard.



The present study is designed to explore the real picture of teaching the English language at private universities in our country. It includes investigation into the curriculum, teaching and learning materials and classroom assessment practices of the English lecturers in Bangladesh.

Based on the topic of the study, the following research questions are designed to complete the research:

- 1) How far is the teaching method used at tertiary level in private universities in Bangladesh effective in teaching English?
- 2) How relevant and sufficient are the materials used for teaching English at the tertiary level?
- 3) To what extent is the assessment system at the tertiary level consistent and useful in teaching English?

These research questions are in line with the following objectives:

- 1 To investigate the pedagogical aspects of teaching the English language in private universities in Bangladesh.
- 2 To investigate the relevant and sufficient materials for teaching the English language in the private universities in Bangladesh.
3. To examine the assessment system practiced in the private universities in teaching the English language.

1.6 Significance of the Study

The study will contribute significantly to the field of ESL education specifically in developing an understanding of expert lecturers' context of teaching. The findings of the study will unravel the development of the lecturers' expertise and how it underlies their conception of pedagogical approaches.

As expert lecturers make all the difference in the classroom, the findings of this study will provide insights into their conceptions of teaching and learning. The study will provide a signboard in understanding the expert lecturers' classroom practices, lesson planning and organization, classroom management, and the challenges they offer to students in order to enhance student learning. With this understanding, lecturers can formulate an excellent teaching model which encompasses the quality of expert lecturers.

The main aim of the study is to develop standards of higher education through proper assessment of pedagogical aspects of English language teaching in higher institutions. Both quantitative and qualitative methods are applied in this study. These methods are employed because combining methods can help a researcher gain a deeper understanding of a concept that is being investigated or tested (Creswell (1994, p.177).

The most popular humanities subject at private universities in post-colonial Bangladesh, the only legitimate nation-state on the South Asian subcontinent, is English. The teaching of English is greatly influenced English studies instructors and



students in private universities. Hence, the pedagogical aspects of language teaching in private universities should be examined.

Pedagogy is the study of how lecturers teach in order to help students learn how to learn. It provides critical training that helps lecturers move from being information providers to knowledge challengers and innovators. Despite Bangladesh's lengthy history of higher education, pedagogy has not been given serious consideration. The World Bank's Higher Education Quality Enhancement Project (HEQEP) and the University Grant Commission (UGC) recently started offering grants to bring about qualitative changes to teaching environments in universities. Only a few universities have implemented programmes on pedagogy. A small number of public and private universities have acknowledged the value of pedagogical training, and many staff members have received training in the principles and practices of teaching. Despite this, university staff generally lack pedagogical experiences.

Bangladesh currently has ninety-six private universities. In this nation, the creation of private universities is a relatively recent development. The private sector stepped up to build universities in the early 1990s. Private universities have grown dramatically in the nation since then; the majority of them are located in and around Dhaka. Following the deregulation programme, Bangladesh's private sector's participation is dramatically rising, particularly in certain service-related areas. The government changed its policies in the higher education sector in the early 1990s as part of a reform initiative for public sector management. This initiative puts pressure on public universities and fosters competition in the nation's higher education system.





Even though there are 81 universities offering postsecondary education, there is a general consensus that the standard of education is steadily declining. With a few notable exceptions, public universities are unable to satisfy the market demand. Private universities have emerged in order to meet the growing demand for higher education.

1.7 Justification of the Study

This study has its significance in many aspects. The main goal of the study is to explore the real scenario of English Language teaching at tertiary level in private universities in Bangladesh. Most of the students at the tertiary level of our country are unable to use English effectively in various situations. Most of the students fail to communicate in English even after passing the Higher Secondary School Certificate Examination. What are the reasons behind their failure?

The English lecturers who taught English at the school and college levels are largely responsible for this miserable condition of the students. This weakness in English among students at the tertiary level is an extension of their poor grasp of English at the school level.

The significance of this study lies in the valuable insights it will provide regarding various issues related to the teaching of English at the tertiary level. The study has a great deal of potential to provide lecturers with important insights regarding the efficacy of various methods for teaching all the skills of a new





language. They have begun to consider using novel and creative teaching techniques. This study will close the knowledge gap between lecturers and students and contribute to the achievement of course objectives. Through this study, lecturers and students have the opportunity to explore the insights they experience. The lecturers' newly acquired knowledge will motivate them to implement practical strategies and improve their lesson planning, which incorporates student involvement.

Findings from the study will be an excellent source for course developers to promote teaching a second language.

This study is very important because it is the first study on English Language Teaching (ELT) in private universities in Bangladesh. A number of studies have been conducted in this area in various public universities in Bangladesh. But no research has yet been conducted in private universities. Therefore, the present research can contribute a lot in the development of English language teaching at tertiary level. Finally, this research work will open other doors for further study in this field.

1.8 Conceptual framework of the study

The conceptual framework for the implementation of pedagogical aspects of teaching English language, materials used and lecturer's classroom assessment practices is based on literature review and personal experiences of the researcher. This conceptual framework is used to depict the purpose of this study and to describe how the essential elements of the study relate to each other. Since the study focuses on





analysing aspects of pedagogy, materials, and assessment of teaching English for lecturers at tertiary level, it will embark on document analysis to gather the underpinning theories under the policies envisioned by the Ministry of Education Bangladesh in their recent curriculum.



Figure 1.1

Conceptual Framework of the pedagogical, materials and assessment aspects

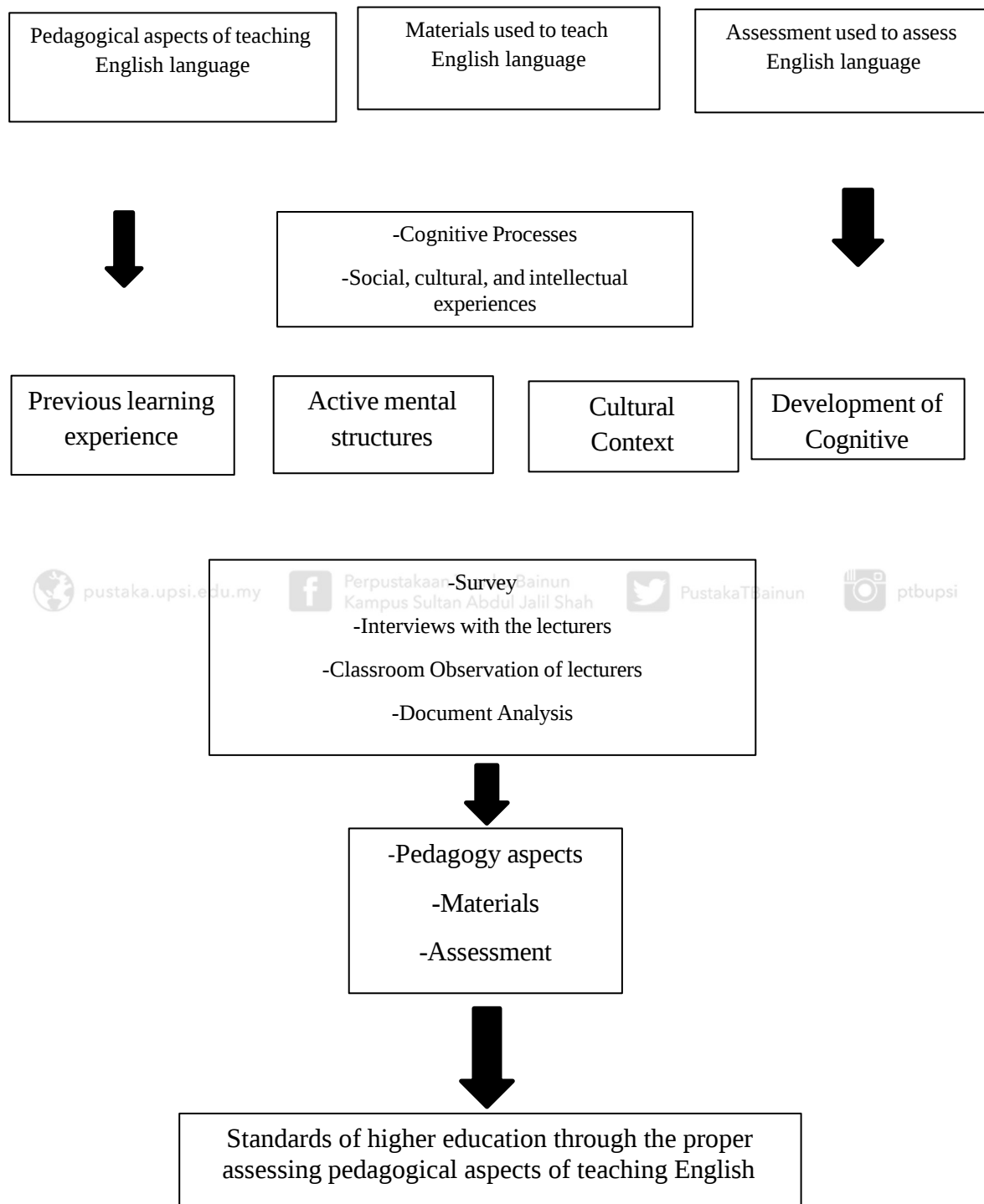


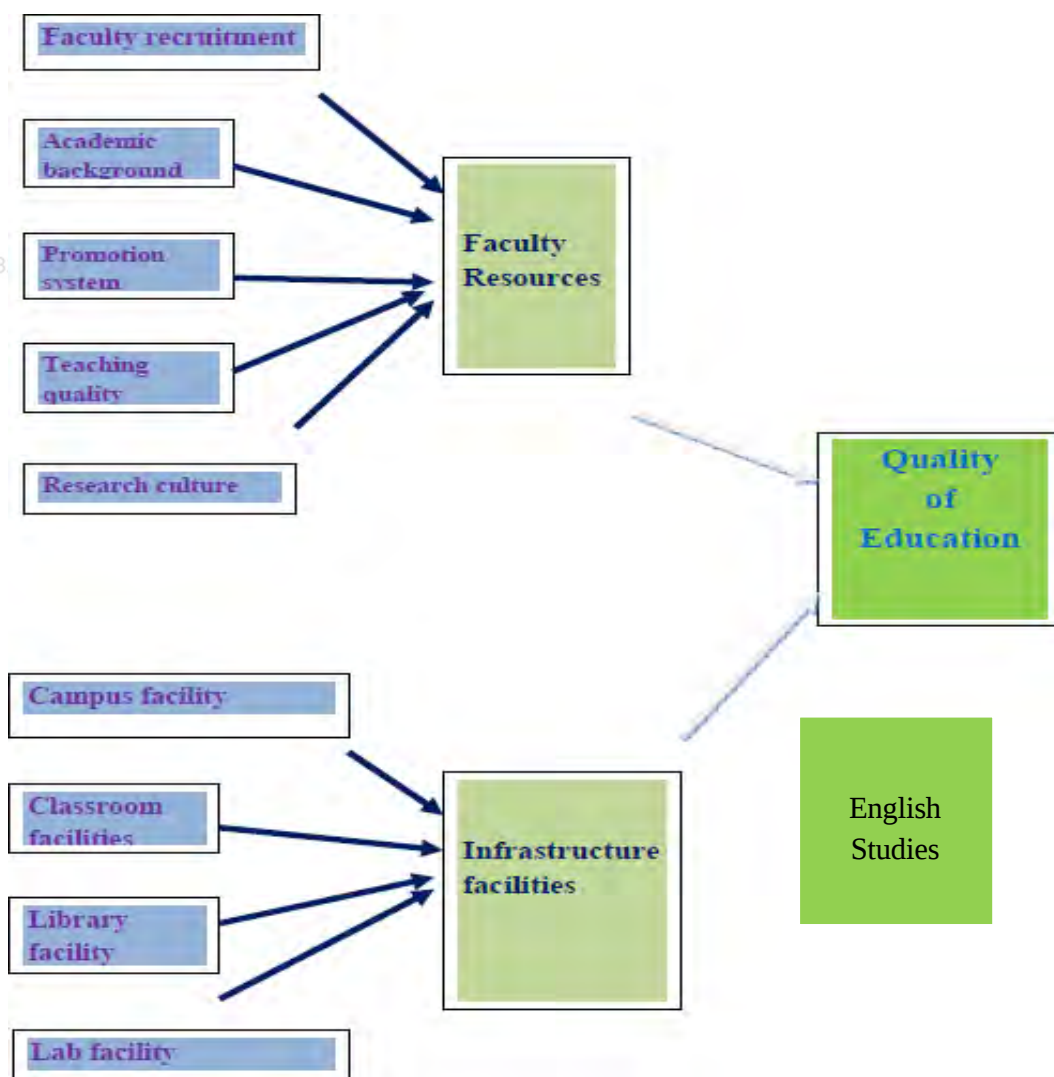


Figure 1.1 shows the educator's implementation of pedagogical aspects, materials and assessment employed in the teaching of the English language. The lecturer's knowledge in implementing pedagogical aspects, materials, and assessment help the students to be proficient and competent in many aspects to prepare them to face challenges of 21st century. The lecturers believe that by infusing the appropriate pedagogical aspects, materials for teaching and assessment in their teaching and learning activities, it would help the students to be proficient users of the language. This study intends to explore the implementation of pedagogical aspects, materials, and assessment at tertiary level. It examines learning theories that support the development of this conceptual framework as effective pedagogical tools.

The study of teacher cognition focuses on two key component which are the lecturers' beliefs and knowledge. These two components instrumentally influence the lecturers' practices and act as a guideline for the lecturers' action, behaviour and reasoning (Borg, 2015). The lecturers' knowledge in the framework represents the knowledge about teaching that they developed through their experiences. This component comprises many categories of knowledge as found in the literature but generally they are the lecturers' content knowledge, general pedagogic knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends (Borg, 1987). The second component, teacher beliefs, on the other hand is the "lecturers' pedagogical beliefs of relevance to individual teaching" (Borag, 2001, p.187). The lecturers' beliefs encompass various beliefs such as beliefs about teaching and practices, learner and learning, subject matter, assessment and curriculum



The conceptual framework for the implementation of pedagogical aspects is based on teaching the English language and personal experiences of the researcher that it promotes learning, understanding, and knowledge. The conceptual framework is used to depict the purpose of the study and to describe how the essential elements of the study relate to each other. The study focuses on proposing guidelines for the implementation of pedagogical aspects for teaching the English language. It uses document analysis to gather the underpinning theories under the policies envisioned by the Ministry of Education Bangladesh in their recent Blueprint.





1.9 Operational Definitions

Private Universities: As defined by the Private University Act, 1992 (Amended 1998), which was passed on August 9, 1992, private universities are higher education institutions that are privately established by a group of people or an organisation with permission from the government with the goal of expanding the opportunities for higher education among a larger number of students. As stated in Section 2 of the Private University Act, 1992, amended 1998, "Private University" refers to any private university established under this act, as well as any institution managed under the affiliation of any foreign university that is operating courses of Honours or Master's Degree, Diploma, or Certificate Courses, or any institution offering Degree, Diploma, or Certificates, in accordance with the provisions of this act and in fulfilment of the conditions provided by the government.

Private Sector: The economy depends heavily on the private sector. Ever since Adam Smith's seminal work "Wealth of Nation" was published in 1776, human society has recognised the enormous efficiencies that the private market can produce when it comes to the distribution of resources and production.

Acquisition

The word "acquisition" is used here to contrast with "learning," which is defined as a purposeful, conscious process of picking up rules and practicing self-monitoring language use. Nonetheless, some writers use the terms learning and acquisition interchangeably.





Approach

An approach to teaching languages is a system of ideas that guides that instruction. These ideas address the nature of language, its usage, and its acquisition. Educators develop a set of practices based on these beliefs. Although the terms approaches and methods can be used interchangeably, approaches are currently used more frequently than methods, possibly because they suggest a less rigid set of teaching practices (e.g., The Lexical Approach vs the Direct Method).

Authentic task

An authentic task is one that is completed in the classroom with all the qualities of a real-life task completed outside of the classroom, such as being done for a purpose unrelated to language learning and using language only to complete the task. While some ardently support utilising only authentic tasks in the classroom, others think authentic tasks and language-focused tasks should be balanced. Some believe it is challenging to complete a task in the classroom that is truly authentic because the teacher will have altered it in some way. Performing surveys, working on projects, and giving group presentations are a few examples of genuine tasks.

CLT

The goal of language learning is communicative competence, and this is emphasised in the approach known as communicative language teaching (CLT) for learning foreign or second languages. Applied linguists in Britain have developed the communicative approach in particular as a response to grammar-based approaches like the aural-oral (audio-lingual) approach. Language is required to express and comprehend a variety of functions, including asking, describing, expressing likes and



dislikes, etc., is taught through instructional materials that employ a communicative approach. Additionally, they place a strong emphasis on the communication processes, including how to use language appropriately in various contexts, how to use language to carry out various tasks—such as solving puzzles or gathering information—and how to use language in social interactions.

Coherence

Coherence in English language instruction refers to the manner in which a discourse segment "makes sense" through semantic connections. It accomplishes this by referencing accepted external conventions and ways of thinking and experiencing in the outside world, such as adherence to one topic, relevance between topics, and shared knowledge, as well as by using a variety of internal devices, such as logical sequencing, adherence to a particular genre, and accepted forms of text structuring.

Communicative Competence

Communicative competence is the ability to communicate that is based on both linguistic and sociolinguistic skills, such as managing discourse, using language appropriately, and identifying cultural norms in communication, such as who looks first. The communicative approach to language teaching was developed as a result of the increasing recognition of communicative rather than linguistic competence.

Context

This phrase is used in ELT to describe the language that surrounds words in a sentence or utterance (sometimes referred to as co-text), or the situational (where and when) context in which something occurs. Three elements make up a situational



context: field (subject matter), tenor (social relations between interactants), and mode (language use), all of which have a significant impact on the language register. These days, there is a lot of discussion in ELT about the contexts in which languages are taught and learned.

Curriculum

Lessons and academic material taught in a school or during a particular course or programme are referred to as the curriculum. Though curriculum is rarely used in schools in such a broad sense, it is frequently defined in dictionaries as the courses that a school offers. Curriculum usually refers to the knowledge and skills that students should learn, which includes the learning standards or objectives they should meet; the units and lessons that lecturers teach; the assignments and projects that students are given; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. This can vary depending on how broadly educators define or use the term. For instance, a teacher's curriculum would consist of the particular lessons, assignments, learning standards, and resources needed to plan and instruct a given course.

EFL/ESL

English as a Foreign Language is referred to as EFL. In general, it refers to students studying English while travelling briefly to an Anglophone nation or studying English in a setting where the language is not used. English as a Second Language, or ESL, is a term that is typically used to describe language learners whose mother tongue is not English but who are acquiring English while residing in an English-speaking





community. These days, this is typically referred to as ESOL (English for Speakers of Other Languages) in the UK. In addition to focusing on language and communication, ESOL or ESL classes usually cover the cultural norms of the Anglophone nation in which the students are residing. The line between EFL and ESL is blur due to globalisation, increased immigration, and people moving around more.

Experiential Training

Direct, hands-on instruction where instructors help students understand concepts by modelling desired methods, strategies, or practices. While it is a type of "learning-by-doing," lecturers must also take the time to reflect on the experience and consider how it might be used in their own classrooms.



Materials can be anything that presents or informs about the language being learned, such as a textbook, workbook, cassette, CD-ROM, video, photocopied handout, newspaper, or a paragraph written on a whiteboard.

Method

A teaching method consists of the ideas and techniques instructors employ to help students learn. These tactics depend in part on the material to be taught and in part on the type of student. A specific teaching strategy must be related to the learner's characteristics and the kind of learning it is meant to facilitate in order to be effective and appropriate. There are recommendations for how to design instruction, and choosing a teaching strategy should consider how students learn as well as the nature of the material. The current trend in education is to promote a great deal of creativity.





It is a well-known fact that human progress is facilitated by reason. This kind of thinking and originality foster creativity.

Pre-teaching

During this portion of the lesson, the instructor introduces vocabulary that the students will need to know in later sections. Although it can also happen prior to speaking or writing exercises, this stage is frequently connected to reading, listening, or integrated skills lessons. In most cases, the instructor introduces the new vocabulary in the context of the activities that follow. Pre-teaching vocabulary is intended to reduce the amount of unfamiliar words that the student must encounter later in the lesson.



Post-secondary education, or tertiary education, is the term used to describe academic endeavours continued beyond high school or college. Any postsecondary education lasting up to four years is classified as an undergraduate programme. This includes associate's and bachelor's degrees, certificates, and diplomas. Graduate programmes, which include diploma, certificate, master's, and doctorate degree programmes, usually require the completion of an undergraduate degree prior to enrolment. Programmes in tertiary education are also linked to professional, technical, community, and university education as well as vocational schools.





Conceptual framework

The conceptual framework for the implementation of Teaching English Language was based upon literature reviewed and personal experiences of the researcher that it promotes learning for understanding and knowledge

1.10 Limitation of the Study

This study covers a small number of private institutions in Bangladesh. There at least ninety-six private universities in Bangladesh at present. However, for the purpose of this study, only six universities are involved. The main reason for this selection is that these institutions are those which are accessible to the researcher in his home town.



Time constraint is another factor that restricted this study. The research had to work within the time given to complete this research. Nevertheless, the researcher was confident that the research would be completed in spite of the constraints.

1.11 Summary

In order for lecturers to effectively teach students how to learn, they must be trained in pedagogy. This allows students to go from being passive recipients of information to active participants in the creation and challenge of new knowledge. Despite Bangladesh's lengthy history of higher education, university lecturers rarely consider pedagogy. Pedagogical training at the university level would address cultural barriers to students' advanced learning. The lecturers of today are the students of yesterday;





successive generations are trained in the same cultural learning patterns that are repeated without question. Simultaneously, most academic departments lack the pedagogical strategies needed to modify their curricula to take into account the variety of perspectives held by students and support the advancement of knowledge in the classroom. It is significant to note that lectures and homework assignments that require students to memorise passages of text and lectures teach them cultural practices of rote learning. The goal of a university is to teach and foster critical thinking, challenge preconceptions, and stimulate new ideas and knowledge. This is something that many faculty members are ignorant of. Bengali culture presents another pedagogical challenge because it instils in lecturers a hierarchical mind set and attitude that is detrimental to students' learning. The fastest-growing segment of higher education is represented by private institutions. Their orientation and ownership differ from those in public universities. The sector's growth and expansion demonstrate parents' willingness to pay.

